



For the next lesson plan, please concentrate on the following:

Level of the EALRS / Standards: In this section please specify the grade level, not the EALRs, GLEs, or standards themselves.

a. Focus & Purpose

Purpose: Think about student motivation. What will make your students sit up *in their world* and pay attention to your lesson?

b. Learning Targets (see page 14 in the syllabus)

Always categorize your LTs as one of the following: fact, concept, skill, or disposition. Remember that skill targets must be further categorized as either “introduced,” or “practiced.” A relevant EALR, GLE, or standard should be copied (in whole or in part) after each and almost every learning target. The match does not need to be exact or even terribly close, just in the ballpark. **It is a rare target for which there is no relevant standard!**

Please number your targets so that you can clearly connect each to its evidence or write the evidence directly beneath each target.

c. Development of Assessments (see page 15 in the syllabus)

1. **evidence:** When you describe the evidence, you are describing the *student actions that will convince you that they have met your targets*. You are not describing your actions (e.g., administering a quiz or or assigning HW questions); these are the ways in which you will acquire the evidence. When you envision this evidence and describe it *in terms of student actions*, you are making it more likely that you understand and will recognize it and be able to guide students toward its achievement.

Consider writing your target and the evidence for that target together.

2. a. **what assessment technique(s)?** Identify the type of assessment you have selected, using Stiggins’ categories (selected response, essay, performance, personal communication).
b. **Why is this appropriate?** This is where you will provide me with evidence that you understand what Stiggins was trying to say in Chapter 4 (e.g., page 81). Be sure to make clear connections between the target type(s) and the assessment method(s) you select. For this lesson plan, please cite Stiggins to back up your claim. For example, if you are assessing a fact target, Stiggins tells us that selected response assessment is a good match when he writes, “...when the target is knowledge mastery, selected response formats fit nicely into the resource realities of most classrooms” (page 82).

For the second LP you will be held responsible for specifying an assessment technique(s) (Lesson Plan Format part Ic2 a and b). See above for details:

For the second LP you will not have to do part Ic3 which deals with the facilitation of metacognition.

As on the first lesson plan, you will not be held accountable in the second lesson plan for the provision of an actual assessment instrument (a printed quiz, a set of discussion questions, a scoring guide, etc). This will be required in the third lesson plan,